An Evaluation Study of Integrated Education for Disabled Children (IEDC) A Synthesis Report

Main Findings & Major Recommendations

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An Evaluation Study of Integrated

Education for Disabled Children:

(IEDC)

A synthesis Report

Context: -

The Government of India purports to provide educational opportunities For All Children especially for children with disabilities in common schools. For this, a centrally sponsored Scheme of **Intergraded Education for Disabled children (IEDC)** was initiated by the Government in the year 1974 which was transferred from the then Ministry of Welfare to Ministry of Education in the year 1982 The scheme is in operation since then,and was further strengthened by MHRD in 1999.

This is a scheme by which we can achieve our national target of **Education For All** by enrolling the major chunk of children with disabilities in our general education system. The scheme is being implemented through the State Government/Union Territories, Administration and Autonomous Organizations. Since the Scheme is to be implemented in Schools,the education departments would be implementing agency. In 1982 the States of Bihar, Karnataka, Kerala, Maharashtra, Nagaland, Tamilnadu, Orissa and Union Territoires of Andaman & Nicobar Islands and Mizoram started implementing the scheme. The States of Andhra Pradesh, Haryana, Madya Pradesh and Uttar Pradesh also joined latter. The scheme was implemented

in all the States through the IEDC Cells established in SCERTs/ SIERTs/SIEs Department of Education, or Directorate of Education. The IEDC Cell comprises of one Deputy Director, one Psychologist, one Special Educator and a Steno-typist to implement the scheme in the State. The major objectives of this scheme are to integrate children with different disabilities with general community at all levels as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

Need of the Study:

The education of children with disabilities is an integral part of general education system. The Scheme of IEDC was initiated to bring the children with different disabilities to general education system. This will help achievening the target of Universalization of Elementary Education & Education for All.

As indicated earlier, the Scheme is in operation since 1982 through the education department with the great zeal & was revised in 1992. Since then various inputs are being provided under the Scheme in the form of various facilities to schools where IEDC is in operation, to children in the form of books, uniform, transport allowances, reader's allowances, aids and equipments, support of special/ resource teachers, resource room facilities, relaxations in admission and examination procedures etc. After providing all these services continuously for almost two decades, NCERT wanted to see the impact of these services on the education of children with

disabilities, on participation in curricular and co-curricular activities, on the attitude of the teachers towards their education, and attitude of peers towards them. NCERT also wanted to know whether integrated education has improved their personal, social, and academic skills and whether it has helped in achieving the target of Education For All. It has been observed that:

The implementation of the scheme did not progress according to the expectations. Lack of trained manpower, non-availability of teaching learning materials suited to special education needs of these children, lack availability of programmes for preparing general teachers and Heads of the Institutions by way of their Orientation to the needs of IEDC, inadequate infrastructure for identification and assessment of disabled children, inadequate community and parent participation have been among the many causes of slow progress of the scheme.

As a matter of fact different States and Union Territories are at different levels of implementation. These States can be grouped as under: -

1. ***The States where IEDC Cell is established separately as an independent Cell. In those States the Scheme is running very successfully. This includes states like Rajasthan, Maharashtra, Mizoram & Madhya Pradesh,Orissa etc.***

2. ***The States where IEDC Cell is in additional charge. Since it is in additional charge, the scheme is not being implemented, as it should have been done. This includes states like U.P. & Delhi etc.***
3. ***Third group includes those states, which are not aware of the scheme at all. Therefore, they do not implement the Scheme. States like Goa, Daman, Meghalaya etc may be placed in this group.***
4. ***Fourth group includes PIED states which can work as an exemplar model running the Scheme very successfully inspite of al the difficulties, bottlenecks and hurdles–administrative as well as academic. Here gain appears the names of States like Rajasthan, Maharashtra, Madhya Pradesh, Tamil Nadu, Orissa, Harayana and North eastern states like Mizoram & Nagaland etc. Two municipal corporations of Delhi & Baroda (Gujarat) are also included in this list.***

The present study entitled " ***An Evaluation Study of Integrated Education for Disabled Children***"(IEDC) ***was taken-up as a PAC approved project with a major objective to see the impact of integrated education on the education of children with disabilities.*** Different research questionnaires were developed and field-tested for data collection. Data was collected on a sample basis from 6 different states namely, Rajasthan, Maharashtra, Delhi, U.P, Mizoram, Orissa.

Objectives

The study was taken up with the following objectives:

- ***To study the status of integrated education of children with disabilities in the States of Rajasthan, Maharashtra, Delhi, Orissa, U.P. and North-Eastern States of Mizoram.***

- ***To study the impact of integrated education on enrollment, retention and achievement of children with disabilities.***

- ***To study the attitude of teachers towards education of children with disabilities.***

- ***To study the participation of children in curricular and co-curricular activities.***

Methodology:

The target population of the study is children with disabilities. School is the unit of measurement. 50% of the schools were selected from the identified IEDC schools in State. Availability of children with different disabilities in schools is a major criterion for the selection of schools in the sample. Geographical proximity and literacy rates were also kept in mind

while selecting the sample to know the impact of IEDC on the education of children with disabilities.

Research tools were developed, and field-tested. Data was collected on sample basis from 6 different States namely, Rajasthan, Maharashtra, Uttar-Pradesh, Delhi, Orissa, Mizoram. Teachers' Parents' and Children's perception about IEDC was studied in depth by administrating separate questionnaires developed them on further sub-sample.

Sample Selection:

As mentioned at page 3 that different states are implementing IEDC at different levels of performance. Some states are implementing the scheme very successfully, some moderately and there are some states which are not implementing the scheme as they are not either aware of the scheme or they are not implementing it because they are not sure of its continuity. The investigator has selected a mixed group of states. The states of Rajasthan and Maharashtra were covered under PIED States implementing IEDC very well. Two states were selected from the group where IEDC is in additional charge therefore it did not progress the way it was planned. These states are Delhi and U.P. Mizoram was included since it represents North Eastern States. Incidentally, it was also covered under PIED project and it s the one Northeastern states which is running the scheme very successfully. Availability of children with different disabilities in schools is a major

criterion for the selection of schools in the sample. 50% schools were selected from the blocks and the Districts of the States implementing IEDC.

Research Tools:

Different research questionnaires were designed to study the impact of IEDC on the education of children with disabilities. Based on the research questions, different research questionnaires, quantitative as well as qualitative were developed for teachers, parents and children to know their attitude towards the impact of Scheme of Integrated Education on the education of children with disabilities.

Questionnaire for teachers:

The questionnaire for teachers was designed to be filled up by the resource teachers and teaches who have undergone orientation course in IEDC and general teachers in the school where IEDC scheme is in operation. The questionnaire consists of 50 items comprising of both close and open-ended questions. The questionnaire is so designed so as to get the in-depth information from the teachers about the impact of implementation of IEDC on the education of children with different disabilities. The total number of

585 teachers were interviewed from different states under study. This may be viewed from Table No.1.

Interview Schedule for children :-

An interview scheduled was developed for children to study the impact of integrated education on the education of children with different disabilities in different states under study. The states covered in the study are Rajasthan, Maharashtra, Delhi, Uttar Pradesh, Orissa and Mizoram. Unfortunately data for children parents from Uttar Pradesh was not available inspite of the best efforts, including the personal visits by the Principal investigator to the Directorate of Education for a number of times. Therefore, the analysis of data, discussions on findings and results were confined to five states only.

Total 43 questions were asked from the children to study the impact of IEDC Scheme on their education, out of which 37 questions were responded. The questions not answered by most of them are, 'what types of materials are there in the resource centre'?, 'How many times do you go to the resource center?', 'Who helps you at the time of playing?' etc. Not answering these questions by children does not make much difference as some of these questions have been answered by teachers in their Performa. For example, teachers provided a list of resource materials available in the resource rooms, how many times a week the children go the resource

centre, etc? The analysis of data has been done question wise in the following pages.

405 children from Rajasthan, 682 from Maharashtra, 501 from Mizoram, 104 from Delhi and 770 from Orissa were interviewed out of 1819,767,501,104 and 770 respectively from the above mentioned States for indepth study to see the impact of integrated education on the over all education of children with disabilities. This may be viewed in Table No.1.

Interview Schedule for parents

It is very important to know the parents' perceptions about integrated education in different states. Therefore, an interview schedule was developed for parents of children with disabilities to study the impact of integrated education on the education of children with different disabilities in different states under study. As has been mentioned on page no. 7 that from Uttar Pradesh was not available inspite of the best efforts, therefore, the analysis of data and discussions on findings were confined to five states only.

There are total **35** questions, which have been asked from the parents to study the impact of IEDC on the education of their children with disabilities. Most of the questions have been asked in the form of 'Yes' or 'No'. All the questions have been responded by most of the parents except the ones where they have been asked to justify their

opinion/answers. For example, 'Do you feel any problem to adjust with your child', if yes, specify, or 'do your family members face any problem from the child', if yes, specify, 'Are you satisfied with the school teachers' /headmaster's behaviour with you or the child, if no, specify etc. These questions have not been answered by most of the parents. State wise analysis has been done about the interview schedule of parents of children with disabilities in the following pages.

In all **373** parents from Rajasthan, **682** from Maharashtra, **501** from Mizoram, **104** from Delhi and **765** from Orissa have been interviewed. The interpretations and discussions on the findings is based on the analysis of data from the number of parents interviewed in different states. This may be seen in Table No.1.

States Covered

The study was carried out in 6 different states. These are: Rajasthan, Maharasthra, Delhi, Mizoram, Orissa and U.P. This may be viewed in the following table.

Table No.1

States Covered and number of Teachers,Children and Parents Interviewed.

S.No	States Covered	Total No.of Teachers Interviewed	Total No.of Children covered in the study	Total No. of parents Interviewed
1	**Rajasthan**	121	1819	373
2	**Maharashtra**	78	767	682
3	**Mizoram**	184	1801	501
4	**Delhi**	87	141	104
5	**Orissa**	115	2374	765
Total		**585**	**6902**	**2425**

While the data was collected and report writing in case of Rajasthan, Maharashtra, U.P., Delhi and Mizoram has been finalized within stipulated time frame the data was not received from SCERT Bhubaneswar, Orissa till 5.5.2003. The detailed reports in case of all the five states mentioned above has been developed separately. The data analysis and report writing in case of Orissa state was finalized later. After preparation of the state reports, these have been discussed and finalized with the state authorities either by calling them over there in NCERT or visiting them personally at the State Hqs or mailing the document to get the feedback. A Synthesis report narrating the major findings from all the five states is developed. U.P. has

not been inlucded in Synthesis report since the centrally sponsored scheme of IEDC is not in operation in UP since 1990.

Main Findings

➢ Familiarity with the Concept of IEDC

585 teachers were interviewed under the present study to know whether they are familiar with the concept of IEDC. Different percentage of teachers responded for this question in different states. All the 100% teachers from Mizoram were found to be familiar with the concept of IEDC. 95% teachers from Rajasthan, 92% from Maharashtra and 98% from Orissa are sailing in the same boat. While only 26% of the teachers in Delhi are familiar with the scheme. It is clear from the table below that teachers are not familiar with the concept of IEDC in Delhi. It may be seen in the following table No.2.

Table No. 2

Familiarity with the Concept of IEDC

S.No.	Name of the State	Familiarity with the Concept of IEDC
1	Rajasthan	95%
2	Maharashtra	92%
3	Delhi	26%
4	Mizoram	100%
5	Orissa	98%
	Total	82%

➢ Number of Children with Different Disabilities in Different States under IEDC in the year 1999-2000

There is total number of 6902 children in five different states from where the data has been received, out of which 4152 are boys and 2750 are girls which is 60% and 40% respectively of the total number of children with disabilities. The maximum number of the disabled children are having orthopedic handicap who are 2232 in number which is 32% of the children having disabilities. Next to this comes children having speech and hearing impairment who are 1772 in number, which is 26% of the total population with disabilities. 1639 children are having mental retardation 20% and 967 are having visual handicap 148. If we look at the above table state wise we find that the maximum number of children with disabilities are in Orissa who are 2374 (34%) in number. Rajasthan are where these comes 1819 (26%) children are having different types of disabilities. Next in the sequence is Mizoram where 1801(26%) children are identified having different types of disabilities. Maharashtra has 767 (12%) children and Delhi has 141(2%). The table below indicates that 4% each of children are having learning disability and 1% having multiple handicaps. As a matter of fact teachers were not trained to identify and assess children with learning disabilities or having multiple handicap under the scheme of IEDC. Therefore, the number of children having learning disabilities are multiple handicaps is quite less as compared to other disabilities. These are the children who have been identified by teachers and assessed by multidisciplinary team of professionals in different states.

Table No.3

Children with different disabilities in different States under IEDC

Children with Disabilities in Different States

S.No.	State	Disability												Total		G.Total	%
		VH		S&HI		MR		OH		LD		MULTI					
		B	G	B	G	B	G	B	G	B	G	B	G	B	G		
1	Rajasthan	128	56	85	60	270	163	793	222	0	0	34	8	1310	509	1819	26
%		7	3	5	3	15	9	43	12	0	0	2	1	72	28	100	
2	Maharashtra	115	137	261	221	8	0	11	13	0	1	0	0	395	372	767	12
%		15	18	34	29	1	0	1	2	0	0	0	0	52	48	100	
3	Mizoram	133	161	200	154	273	295	155	149	54	48	98	81	913	888	1801	26
%		7	9	11	9	15	16	9	8	3	3	5	4	51	49	100	
4	Delhi	9	6	7	0	2	0	70	45	0	0	2	0	90	51	141	2
%		6	4	5	0	1	0	50	32	0	0	1	0	64	36	100	
5	Orissa	136	86	466	318	250	108	466	308	92	80	34	30	1444	930	2374	34
%		5	4	20	13	10	4	20	13	4	3	1	1	61	39	100	
	Total	521	446	1019	753	803	566	1495	737	146	129	168	119	4152	2750	6902	100
%		8	6	15	11	12	8	22	11	2	1	2	2	60	40	100	
G.Total(B+G)		967		1772		1369		2232		275		287		6902			
%		14		26		20		32		4		4		100			

➢ Children with Different Disabilities in U.P. Under IED, DPEP & Janshala

A lot of work has been done in U.P. under integrated education, under DPEP and Janshala Project. As has been indicated in the below table No.4 that 122503 children have been identified having different types of disabilities under IED under DPEP. Out of which 72764 children are having Neuromuscular and Orthopedic Handicaps, 16595 children are having speech and hearing impairment, 13454 are sufferings from mental retardation and 1195 are having visual handicap, and 7745 children are having learning disabilities. There is another project named as Janshala which has identified 17941 children having different types of disabilities out of which 9727, 4552, 2024 and 1638 children are having orthopedic handicap, speech and hearing impairment, mental retardation and visual handicap respectively.

It is to be highlighted here that under DPEP and Janshala Project gender-wise information is not available in the data provided to us.

Table No.4

Children with Different Disabilities in U.P. Under IED, DPEP & Janshala

Children with Disabilities in UP under IED								
		Disability						
S.No	State	VH	S&HI	MR	OH	LD	MULTI	G.Total
1	U.P. DPEP	1195	16595	13454	72764	7745	0	**122503**
%		10	14	11	59	6	0	**100**
2	U.P.Janashala	1638	4552	2024	9727	0	0	**17941**
%		10	25	11	54	0	0	**100**
G.Total		13583	21147	15478	82491	7745	0	**140444**
%		**10**	**14**	**11**	**59**	**6**	**0**	**100**

Another point to be highlighted here is that the total number of children having disabilities in five states of Rajasthan, Maharashtra, Mizoram, Delhi and Orissa is 6902. While in U.P. the total number of children covered under DPEP are 122503 and 17941 under Janshala, total being 140444. This figure goes much beyond the total number of children having identified by four states put together under IEDC, which is only 6902.

➢ Number of teachers trained under IEDC in different states under study during the year 1998-99.

There are 198 teachers trained as resource teachers in all the five states under study. The maximum number of teachers trained as resource teachers are in Maharashtra. These are 57 in number. Next to this comes Mizoram state where 24 teachers have been trained as resource teachers. In Rajasthan 20 teachers and in Delhi though 7 teachers have been trained as resource teachers but only 4 teachers are working as resource teachers. Orissa has trained 165 teachers as resource teachers but 72 resource teachers were transferred to work as primary teachers as per GOI and now only 93 are left to work as resource teacher in the whole State. Apart from this, 199821 teachers from different states have been given orientation course in integrated education so that they become aware about the individual needs of children in regular schools. This can be seen in the following table.

Table No.5

Number of Teachers Trained in IEDC in different States under Study during the year 1998-99

S.No.	States	Total Teachers Oriented in IEDC	Resource Teachers
1	Rajasthan	1133	20
2	Maharashtra	1258	57
3	Delhi	105	4
4	Mizoram	3300	24
5	U.P.	193049	-
6	Orissa	976	93
	Total	199821	198

➢ Pupil Teacher Ratio for Children with Disabilities

As per IEDC Scheme 1:8 or 1:10 Pupil Teacher Ratio is suggested for Children with disabilities. The scenario in the field is totally different. In Rajasthan, the pupil teacher ratio is 1:91. In Mizoram, it is 1:75, in Delhi it is 1:35 in Maharashtra it is 1:3 and in Orissa it is 1:25. As a matter of fact in Maharashtra the teachers are trained in single disability and they have been teaching children with disabilities as per their specialization. They have got separate classes for children with different disabilities, that means they have got disability wise classes. It is more or less a special section, disability wise i.e. how the pupil teacher ratio in Maharashtra has emerged as the minimum one. The overall pupil teacher ratio emerged to be as 1:35. It can be viewed from the following table.

Table No. 6

Pupil Teacher Ratio

S.No.	States	Total Children	Resource Teachers	Teacher Pupil Ratio	
				Teacher	Pupil
1	**Rajasthan**	1819	20	1	91
2	**Maharashtra**	767	57	1	13
3	**Mizoram**	1801	24	1	75
4	**Delhi**	141	4	1	35
5	**Orissa**	2374	93	1	25
	Total	**6902**	**198**	**1**	**35**

quite far off. Some of the schools are located at the distance of **15 kms or above.**

It is on this ground that it may be recommended to establish more resource center and one resource center assistant like we have Lab. assistant in each lab. It will facilitate the service delivery on the part of the resource teacher.

- **17%** of the teachers suggested that resource room should have proper seating arrangements for the children. Generally, individual attention is being paid in the resource room. Sometimes, a small group work is suggested for the better involvement of children in the classroom. Some of the teachers have also suggested that there should be a provision for doing some exercises for better eye-hand coordination, muscular movement and better concentration of children with special needs. Keeping this in view, the suggestion made by the teachers that there should be proper seating arrangement in the resource room seems relevant.

- **15%** of the teachers were of the opinion that attachment of the number of schools and number of children with disabilities to one resource centre should be decreased. In other words, they were of the opinion that there should be lesser load on the resource centres and the resource teacher, so that they can work efficiently.

- Again, **15%** of the teachers suggested that there should be parents' orientation programmes for the parents of the disabled children on 'how to use the resource room material' with children with different disabilities. This was suggested with a view to involve more and more and more parents in the education of children with special needs. In this era we talk about parent-teacher partnership for the promotion of education of children with disabilities. In this context, it seems to be a very relevant suggestion.

- **11%** of the teachers were of the opinion that one person should be available at the resource centre for repair and maintenance of aids & equipments. Even interested resource teachers may be trained for the purpose. It was experimented in PIED Project. The results were quite encouraging. The quick repair service was available at the resource centre itself, which made the job very easy.

- **9%** of the teachers suggested that more teachers should be oriented or given training to handle the resource room. Since, one resource teacher is supposed to cater to the needs of 8-10 children, while in reality in some states,he is dealing with around **91** children or **75** children with disabilities. As per norms there should be atleast **7** or **8** teachers associated with one resource center. Looking at the existing scenario at the block level the suggestion given by the teachers is quite relevant.

- Again **9%** of the teachers reported that there is no proper electricity facility in the resource room. It becomes very difficult to do without fans during summers in the resource room. Even proper light as requirred in the resource room particularly for teaching the children with visual handicap is not available.

- Some of the teachers **(4%)** suggested that the resource centre should be established at a central point, which is easily accessible to different resource centres. So that, children, teachers and parents can visit the resource centre quite frequently.

➢ Instructional Material found Useful even for non-disabled children

The teachers from different states reported that they have procured and developed a lot of instructional material for children with disabilities with the help of these materials. The Children with disabilities are learning better. The instructional materials are helping them to learn different skills in a better way. They further reported that these materials are found equally useful for non-disabled children also. The non-disabled children have shown interest in learning through these materials. Overall 79% of the teachers were of the opinion that the instructional material developed for disabled children was found useful for non-disabled children. 98% of the teachers from Mizoram, 93% of teachers from Rajasthan, 88% of the teachers from Maharashtra have the same opinion. Since, the teachers from Delhi were not well versed with the scheme of IEDC and various

components involved into it, therefore, only 8% of the teachers responded positively for this item. This is evident in the following table.

Table No. 8

Instructional Material found useful even for non-disabled Children

Instructional Material found useful even for non-disabled children				
	States	**Total Teachers**	**Teachers Responded Positively**	**%**
1	**Rajasthan**	121	113s	**93**
2	**Maharashtra**	78	69	**88**
3	**Mizoram**	184	180	**98**
4	**Delhi**	87	10	**8**
5	**Orissa**	115	114	**99**
	Total	**585**	**486**	**83**

➢ Improvement in attendance of children with disabilities in regular Schools.

121 teachers from Rajasthan, 184 teachers from Mizoram, 87 teachers from Delhi 78 teachers from Maharashtra and 115 from Orissa have been interviewed to find out what is their opinion about IEDC Scheme's contribution for the improvement in attendance in regular schools. All the

184 teachers from Mizoram were of the opinion that IEDC Scheme has helped in improving the attendance of children with disabilities in the regular schools. 98% of them in Orissa expressed their faith in IEDC Scheme which has contributed to improve the attendance of children with disabilities in regular Schools, 95% of the teachers in Maharasthra agreed with the above statement. 94% of the teacher in Rajasthan were of the opinion that IEDC Scheme has helped the children in attending the regulars school. In Delhi only 18% of the teachers agreed with the above statement. It can be seen from the following table.

Table No. 9

Improvement in attendance

Improvement in attendance				
S.No	**States**	**Total Teachers**	**Teachers Responded Positively**	**%**
1	**Rajasthan**	121	114	**94**
2	**Maharashtra**	78	74	**95**
3	**Mizoram**	184	184	**100**
4	**Delhi**	87	16	**18**
5	**Orissa**	115	113	**98**
	Total	585	501	**86**

➢ Progress of Children

Teachers from different states were asked whether they think that due to introduction of IEDC programme, the children with special needs are able to progress? Overall 83% of the teachers reported that due to the introduction of IEDC programme, the children of with disabilities are able to progress? If we look at the table below state wise we find that 96% of the teachers from Orissa, 95% of the teachers in Mizoram, 94% of the teachers in Rajasthan, 92% of the teachers in Maharashtra and 18% of the teachers in Delhi are of the opinion that IEDC Scheme has helped the children to progress in positive direction. Since a lot of teaching learning materials were provided under the scheme, also there was a provision of resource teachers for remedial teaching of special need children, and a lot of awareness generation programmes were conducted for teachers, parents and community under IEDC, adjustments and adaptations were made in curriculum methods and materials by resource teachers, the progress in learning of these children was but obvious. During the course of discussion, an observation was made by the teachers that the provision of resource materials contributed to the learning of the non-disabled children as well.

Table No. 10

Progress of Children

Progress of Children				
S.No	**States**	**Total Teachers**	**Teachers Responded Positively**	**%**
1	**Rajasthan**	121	114	**94**
2	**Maharashtra**	78	72	**92**
3	**Mizoram**	184	175	**95**
4	**Delhi**	87	16	**18**
5	**Orissa**	115	111	**96**
	Total	**585**	**488**	**83**

➢ Participation in Curricular and Co-Curricular activities

Teachers were asked as to whether with the introduction of IEDC Scheme children with disabilities are participating in curricular and co-curricular activities? Overall 85% of the teachers have responded positively for this item. If we look at the table No. 11 we find that maximum number of teachers in Mizoram i.e. 97% are of the opinion that integrated education has helped the children participating in curricular and co-curricular

activities. 94% of the teachers in Maharasthra, 93% of the teachers in Rajasthan and 90% of the teachers in Orissa are also of the same opinion. Only 32% of the teachers in Delhi feel that integrated education has helped the children to participate in curricular and co-curricular activities. The less number of teachers responding positively for this item in Delhi may be attributed to lack of awareness created about integrated education among teachers. This may be viewed from the table.

Table No. 11

Participation in Curricular and Co-Curricular activities

Participation in Curricular and Co-Curricular activities				
S.No	**States**	**Total Teachers**	**Teachers Responded Positively**	**%**
1	**Rajasthan**	121	113	**93**
2	**Maharashtra**	78	73	**94**
3	**Mizoram**	184	179	**97**
4	**Delhi**	87	28	**32**
5	**Orissa**	115	104	**90**
	Total	**585**	**497**	**85**

Teachers were asked as to whether with the introduction of IEDC Scheme children with disabilities are participating in curricular and co-curricular activities? Overall 85% of the teachers have responded positively for this

item. If we look at the table No. 11 we find that maximum number of teachers in Mizoram i.e. 97% are of the opinion that integrated education has helped the children participating in curricular and co-curricular activities. 94% of the teachers in Maharasthra, 93% of the teachers in Rajasthan and 90% of the teachers in Orissa are also of the same opinion. Only 32% of the teachers in Delhi feel that integrated education has helped the children to participate in curricular and co-curricular activities. The less number of teachers responding positively for this item in Delhi may be attributed to lack of awareness created about integrated education among teachers.

➢ Development of Positive attitude towards children with disability

Teachers were asked whether integrated education has helped general teachers in developing positive attitude towards children disabilities.

Table No. 12

Development of Positive attitude towards children with disability

Development of Positive attitude towards children with disability				
S.No	**States**	**Total Teachers**	**Teachers Responded Positively**	**%**
1	**Rajasthan**	121	121	**100**
2	**Maharashtra**	78	73	**94**
3	**Mizoram**	184	176	**96**
4	**Delhi**	87	29	**33**
5	**Orissa**	115	114	**99**
Total		**585**	**513**	**88**

Overall **88%** of the teachers are of the opinion that integrated education has helped in developing the positive attitude towards children with disabilities. If we look at the table statewise we find that 100% of the teachers in Rajasthan agree with the above statement. While 99% of the teachers in Orissa, 96% teachers in Mizoram and 94% of the teachers in Maharashtra are of the opinion that the Scheme of Integrated Education has helped in developing the positive attitude towards children with disabilities. Only 33% of the teachers in Delhi are of the opinion that it has helped general teachers in developing positive attitude towards children with disability. A number of orientation programmes were conducted for creating awareness

about IEDC for general teachers in different States. This has sensitized the general teachers about the special needs of these children and this has helped in the development of the positive attitude among teachers about children with disabilities. Therefore, the teachers could develop a positive attitude for these children.

➢ Improvement of personal & social skills

Table No.13

Improvement of personal & social skills

Improvement of personal & social skills				
S.No	**States**	**Total Teachers**	**Teachers Responded Positively**	**%**
1	**Rajasthan**	121	121	**100**
2	**Maharashtra**	78	72	**92**
3	**Mizoram**	184	182	**99**
4	**Delhi**	87	36	**41**
5	**Orissa**	115	112	**97**
Total		**585**	**523**	**89**

One of the objectives of IEDC was to improve not only academic skills but also personal and social skills in children with different disabilities. It is found that the introduction of IEDC has helped children with different

disabilities to improve their personal/social skills in addition to academic skills. The basis to believe this is that the provision of resource teachers is there for 8 to 10 children in a school. One of the duties of resource teachers is to develop personal and social skills in the children with different disabilities along with academics skills. The table No.13 shows that 100% of the teachers in Rajasthan, 99% of teachers in Mizoram, 97% of them in Orissa and 92% of the teachers in Maharashtra are of the opinion that integrated education has helped in improving the personal and social skills among children with disabilities. Only 41% of the teachers in Delhi agree with the above statement. Overall, 89% of the teachers agreed with the above statement. Low percentage of teachers in Delhi agreeing with the statement may be attributed to the ignorance of teachers about the contribution of IEDC Scheme.

➢ Presence of children with disabilities made the general teacher a better teacher

Learning of children with special needs takes place better with the use of teaching – learning materials, and teaching aids appropriate to needs of children with disabilities. Even otherwise, children learn better with concrete presentation and demonstration, active participation and involvement of the learner, and if proper support is provided. In integrated setup all these components are taken care of by the teachers, as the teachers are oriented to the special needs of children with disabilities. Above all, the presence of a resource teacher has made it a reality in an integrated class.

As a result, the general teachers' competencies have been enhanced and their horizon is widened by all that and they feel themselves to be a better teacher. It looks like as if the presence of children with special need in the classroom has made them a better teacher. Overall, 85% of the teachers from different states have agreed with the above statement.

Table No.14

Presence of children with disabilities made the general teacher a better teacher

Presence of children with disabilities made the general teacher a better teacher				
S.No	**States**	**Total Teachers**	**Teachers Responded Positively**	**%**
1	**Rajasthan**	121	121	**100**
2	**Maharashtra**	78	61	**78**
3	**Mizoram**	184	170	**92**
4	**Delhi**	87	32	**37**
5	**Orissa**	115	113	**82**
Total		**585**	**497**	**85**

When the child with disabilities is present in the general classroom, the teacher has to put in a lot of efforts and adopt different strategies to teach

him in a way so that he can learn the maximum of his capabilities, the teacher develops a number of activities and exercises so that the child can learn. This process makes him a better teacher. 100% of the teachers from Rajasthan, 92% of the teachers from Mizoram 82% from Orissa and 78% of the teachers from Maharashtra agree with this statement. They have mentioned that the process of making the child learn in a better way made them a better teacher. Overall, 85% of the teachers from different states have agreed with the above statement.

➢ Improvement in self-esteem of child

"Giving success experience to the Child" was another objective of integrated education so that he can develop an improved self-esteem. The teachers were trained to practice this principle in the classroom. As a result the children with special needs have developed a better self-esteem about themselves.

Table No. 15

Improvement is self-esteem of child

Improvement is self-esteem of child				
S.No	**States**	**Total Teachers**	**Teachers Responded Positively**	**%**
1	**Rajasthan**	121	121	**99**
2	**Maharashtra**	78	66	**85**
3	**Mizoram**	184	173	**94**
4	**Delhi**	87	32	**35**
5	**Orissa**	115	82	**71**
Total		**585**	**473**	**81**

Overall 81% of the teachers are of the opinion the integrated education has helped in improving the self-esteem of children with disabilities. If we look at the statewise picture in the above table we find that 99% teachers in Rajasthan, 94% in Mizoram, 85% in Maharasthra and 71% in Orissa reported that integrated education has helped in the improvement of the self-esteem of children with disabilities. Only 35% of the teachers agree with the above statement in Delhi. Here again, the reason for less percentage of teachers responding positively for this may be attributed tothe lack of awareness of the teachers with the concept of integrated education.

➢ Reduced dropout rate

Integrated education has helped in reducing the dropout rate of children with disabilities. As is evident from table No.16 that overall 85% of the teachers have reported that the scheme has reduced the dropout rate of children with disabilities in general education system. The various kinds of inputs provided for the education of children with different disabilities have contributed to make the education more joyful & interesting for children with disabilities. As a result these children started coming to schools regularly & punctually which has in term contributed to reduce the dropout rate of these children. If we look at the table state wise we find that 99% of the teachers in Rajasthan, 97% from Orissa, 95% in Mizoram and 74% teachers in Maharasthra agree that integrated education has helped in reducing the dropout rate of children with disabilities. In Delhi only 36% of the teachers agree with the statement. This again may be attributed to the non-awareness of the teachers about the potentials of the scheme of integrated education.

Table No. 16

Reduced dropout rate

Reduced dropout rate				
S.No	**States**	**Total Teachers**	**Teachers Responded Positively**	%
1	**Rajasthan**	121	20	99
2	**Maharashtra**	78	58	74
3	**Mizoram**	184	176	95
4	**Delhi**	87	31	36
5	**Orissa**	115	112	97
	Total	**585**	**497**	**85**

➢ Achieving the Targets of Education for all

Integrated education has helped in achieving the target of Education for All. As is evident from the findings of the research that the scheme of integrated education has made the schools more interesting places for learning for children with disabilities by providing various kinds of inputs in the schools, where IEDC in operation. This has motivated the children with disabilities to go to schools regularly which in turn has contributed to achieve the target of Education for All.

Table No. 17

Achieving the target of education for all

Achieving the target of education for all				
S.No	**States**	**Total Teachers**	**Teachers Responded Positively**	**%**
1.	**Rajasthan**	121	121	100
2	**Maharashtra**	78	72	92
3	**Mizoram**	184	184	100
4	**Delhi**	87	32	37
5	**Orissa**	115	113	98
	Total	**585**	**522**	**89**

If we look at the statewise presentation in the above table No.17, we find that 100% of the teachers in Rajasthan and Mizoram are of the opinion that integrated education has helped in achieving the target of Education for All. 98% of the teachers from Orissa and 92% of the teachers in Maharashtra have also reported the same. While only 37% of the teachers in Delhi feel that integrated education has helped in achieving the target of Education for All. The reported low percentage of teachers in Delhi may be attributed to non-implementation of scheme of IEDC in Delhi.

Main Findings

&

Major Recommendations

The Main Findings of IEDC Study may be summarized as follows:

S.No.	Main Findings of the study of IEDC	Figures
1.	*Familiarity with the Concept of IEDC*	83%
2.	*Number of children with disabilities in regular schools identified under IEDC*	6902
3.	*Number of Resource teachers trained under IEDC covered under study*	198
4.	*Pupil teacher ratio*	1:35
5.	*Instructional materials found useful even for non disabled children*	79%
6.	*IEDC helped in:* *Improving the attendance of children in schools*	83%
7.	*Progress of children*	80%
8.	*Participation in curricular and co-curricular activities*	83%
9.	*Developing the positive attitude among general teachers and non-disabled children*	85%
10.	*Improving the personal, social and academic skills of children with disabilities*	87%
11.	*Improving the self-esteem of children with disabilities*	83%
12.	*Reducing the drop out rate of children with disabilities in schools*	82%
13.	*Achieving the target of "Education for All".*	87%
14.	*Presence of children with disabilities in general classroom made general teacher a better teacher*	82%
Note: ***The details about these findings may be read in the state reports developed state-wise separately.***		

Major Recommendations:

To achieve the targets of integrated education for children with disabilities, teachers' preparation receives the top most priority. It has to be made a part of general education system. ***General education system is to be enriched to meet the individual needs of All Children including children with disabilities. We need to move a step forward towards inclusive schooling, schools for all, schools which respect the diverse needs of All Children. For that, all in service as well pre-service teachers need to be geared to address the individual needs of children in the classrooms.***

Teachers need to be helped to accommodate pupils' diversity in their classrooms. And teacher education needs to contribute to this process. We need to look in a different way, a way that is Broader & Wider. We need to consider that difficulties in learning arise as a result of the ways the schools operate. The aim should be to restructure schooling in ways that will make it more responsive to pupils' diversity. Teacher development and capacity building of teacher is to be highlighted.

The overhauling of general education system to this extent is a long-term process. Till then some short-term goals need to be set.

The major recommendations as emerged from the analysis of findings from six different States are as follows:

Related to Policy

- All our policies and practices need to be restructured. Integrated education has to be made a part of general education system. All the general teachers need to be trained in integrated education through pre service as well as in service mode.

  (Action- MHRD, NCTE, NCERT and RCI)

- All teacher education courses, at elementary as well as secondary level should make "integrated education" as part of their syllabus.

  (Action- *MHRD, NCTE, NCERT, RCI)*

- All SCERTs/SIERTs/SIEs need to establish an independent IEDC cell for which provision is already there in the scheme. But it needs to be implemented in letter and spirit. All the states do not have this cell. In most of the states it is in additional charge. Wherever IEDC Cell has been established as a separate cell, IEDC is working very well. Therefore, it is strongly recommended to establish an independent IEDC Cell in the States where it is not established and it should be strengthened in the states where it is already functioning.

  (Action: SCERTs/SIERTs/SIEs; Financial Support: MHRD)

- It should be the responsibility of the State Government to make the scheme of integrated education, a success. It is also the responsibility of

the State Government to train the resource teachers in regional languages.

(Action State Government;Financial Support· MHRD)

- For the successful implementation of integrated education, resource teachers were prepared under one year's Multi Category Teacher Training Programme (MCTTP). These resource teachers should not be transfered. It involves a lot of resources to prepare a resource teacher to take care of the educational needs of children with disabilities. If they are transferred the resources go waste. It is, therefore, strongly recommended that the trained teachers should not be transferred even on promotion.

(Action:state Govt.;Support; MHRD)

- Grant in aid should be increased for children with disabilities for example Rs. 400/- allotted for books and stationary for the whole year is not sufficient for the child. Similarly, Rs. 200/- for the purchase of uniform is insufficient. Times have gone very costly. To keep pace with the time we need to increase the amount kept for different kinds of facilities allowed to children in the scheme. As a matter of fact actual cost of the books and uniform should be reimbursed.

(Action: MHRD,while revising the scheme)

- Teacher pupil ratio should be minimized in case of children with mental retardation and Speech & hearing impairment. As per the scheme teacher pupil ratio has been suggested as 1:8 or 1:10, which is quite high

in case of children with mental retardation or children with speech and hearing impairment or children with cerebral palsy. These children need more time, effort and practice to learn the skills as compared to children with other disabilities. Therefore, the teacher pupil ratio should be as 1:5 or 1:4 in case of children with mental retardation or children with speech and hearing impairment or children with cerebral palsy.

(Action: MHRD while revising the scheme)

- Separate funds for monitoring and evaluation of the scheme should be allotted so that constant monitoring and evaluation with respect to various activities of the scheme may be conducted.

(Action: MHRD)

- Each DIET should have an Integrated Education Unit having a provision for at least 2 lecturers to train the rest of the teachers at the district level at pre service as well as in service level and thereby implementing the scheme of IEDC successfully.

(Action: MHRD and State Deptts. Of Education)

- Vehicle should be provided for carrying the children to resource centres or for regular medical & professional assistance. Free and regular medical check ups should also be there for the formal as well as informal assessment of children with disabilities.

(Action: MHRD and State departments of Education)

- Pre primary education should also be in the fold of the scheme for integrated education for disabled children. Though this component is already been covered in the scheme. But it has to be strengthened and highlighted so that the activities may be taken up on this front.

(Action: MHRD, State Deptts. Of Edu, Educational institutions)

- Special allowance should be provided for the study tours for children with special needs to have the first hand experience for learning.

(Action: MHRD, State Department of Education, Educational Institutions)

- Specific grant should be provided for the purchase of computers and modern technology for the education of children with disabilities.

(Action: MHRD, State Deptts. Of Edu, Educational institutions)

- Special labs should be developed for children with special needs to attract them for science subjects.

(Action: MHRD, State Deptts. Of Edu, Educational institutions)

- All Schools should be opened to integrate children with disabilities.

(Action: State Education Departments)

- There should be hike in the additional salaries for the resource teachers as they need to perform a number of additional duties other than teaching for the better performance of these children. They need to meet the parents at home, establish collaboration with members of the community, carry the children for professional assessment, take them to hospitals for corrective surgery etc. If required, and establish linkages to meet the individual needs of the children. Therefore, it is necessary to motivate them to do all these tasks.

(Action: MHRD, State Deptts. Of Edu,. Educational institutions)

- There should be enough funds for the resource teachers to prepare teaching materials for children.

(Action: MHRD, State Deptts. Of Edu, Educational institutions)

- There should be job-oriented courses for the children with disabilities.

(Action: MHRD, Vocational Education Institutions, ITIs)

- Special schools for children with severe and profound disabilities and for those who cannot be benefited from the general education system should be introduced with adequate facilities.

(Action: MHRD, MSJ&E)

- Some contingent amount should be available with the schools for simple repair and maintenance of aids and equipment for children with disabilities.

(Action: MHRD, State Deptts. of Edu, Education institutions)

Related to Sensitization

- State education administrators and those involved in the education of children with disabilities need to be sensitized regarding the existence of IEDC Scheme. Scheme of IEDC has been developed to operate through State Department of Education. But unfortunately, the State Departments of Education have not been prepared or sensitized for its implementation. This lapse resulted in non-implementation of the scheme. ***The state departments of education do not know much about the scheme. Some of them are totally ignorant about its existence. Those who are aware about the scheme they do not appreciate the spirit behind the implementation of the scheme- that all children need to be brought within the fold of general education system. It is, therefore, suggested that the State Departments of Education need to be given orientation about the planning, management and implementation of the scheme.***

(Action: NCERT/SCERTs/SIERTs/DIETs; Support: MHRD)

- Arrangement of camps, Seminars, conferences, meetings for head of the institutions, schools, resource teachers, general teachers, parents, members of the community should be organized to create public awareness and develop positive attitude for children with disabilities.

(Action: NCERT/SCERTs/SIERTs/SIEs, Support:MHRD)

- All those concerned with the education of children with disabilities should be made aware of all the schemes/ facilities etc. being given to them.

(Action: NCERT/SCERTs/SIERTs/DIETs; Support: MHRD)

- Media may be used for creating awareness about the scheme.

(Action: NCERT/SCERTs/SIERTs/DIETs/ CIETs; Support: MHRD)

Related To Teacher Preparation

- Since the teachers need to be prepared to address the diverse needs of children in the general education system, the related inputs need to be a part of the syllabi of all pre service programmes at elementary as well as secondary level so that the teachers who come prepared are aware of the

needs of the individual children and are equipped to meet them in the same classroom.

(Action: MHRD, NCTE, NCERT, SCERTs/SIERTs/SIEs/RCI; Support:MHRD)

- The in service teachers need to be trained by organizing mass orientation programmes regularly to cover their huge number.

(Action: NCERT/NCTE/RCI;Support:MHRD)

- Multi category teacher training programme organized by NCERT be revived to address the individual needs of children in general schools. Without the support of a resource teacher it is not possible to cover the syllabus or to make the children learn different skills. The resource teacher who is trained in all the disabilities may be available for a cluster of schools so that they can cover the more number of children with disabilities.

(Action: RCI, NCERT;Support:MHRD)

- More and more capacity building programmes should be taken up as the important component to achieve the targets of integrated education.

(Action: NCERT/RCI;Support;MHRD)

- Continuous refresher courses should be organized for resource teachers.

(Action: NCERT/RCI;Support;MHRD)

Related to Teaching Learning Materials

- Provision of teaching learning materials should be made available in the schools depending upon the type of children with disabilities studying in different schools.

(Action:MHRD, State Department of Education, Educational Institutions)

- Children should be allowed to carry teaching-learning materials with them at home so that they can practice these skills at home with the support of parents and siblings.

(Action: Educational Institutions)

Related to Schools

- Schools should have provision for holding special classes for the preparation of special need children for integration.

(Action: State Deptts. of Education, Educational Institutions)

- The resource teacher should have some contingent amount at his disposal so that he can make some petty expenditure e.g. purchase of battery cells for the hearing aid of children or arranging some cassettes for the education of children with visual impairment or can make some

arrangement for the repair and maintenance of aids and equipments for children with disabilities. For all this, some contingent amount should be available in the school.

(Action: State Deptts. of Education, Educational Institutions;Support;MHRD)

- Job chart for resource teachers should clearly be stated.

(Action: State Deptts. of Education, Educational Institutions)

- To improve the socialization and acceptability of children with disabilities visits of these children be organized at public places such as banks, bazaars, picnic places and historical places etc.

(Action: Educational Institutions, Support: MHRD)

- Conduct special sports and co-curricular activities for children with disabilities for their encouragement and improvement in their self-esteem. This will help in developing a positive attitude for them.

(Action: State Deptts. of Education, Educational Institutions)

Related to Establishment of Resource Centres

- The schools should have proper support of well equipped resource centres. The resource centres established under the scheme for a cluster

of schools should be properly equipped with resource materials and trained resource teacher. It is also recommended here that the additional salary of Rs. 150-/- p.m. which they get is not sufficient. It should be increased to Rs 500/-p.m.

(Action: MHRD, State Deptts. of Education)

- More number of resource centres be opened at the block as well as the district level.

(Action: MHRD, State Deptts. of Education)

Related to Parent partnership and Community Collaboration

- Parent partnership or parent collaboration is one of the important components for the education of children with different disabilities. It has been found that teachers alone cannot do everything in the field unless they get cooperation from the parents of the children. Ways of parent partnership may be developed for the education of children with special needs.

(Action: Educational Institutions)

- Orientation of parents and members of the community be taken up to bring an attitudinal change and thereby making an integrated education a success.

(Action: Educational Institutions)

- There is a need for close collaboration among schools, community and other services existing in the community like health, youth club, associations organizing elderly people, volunteers, organizations of disabled people, social service agencies etc. for the education of children with special needs.

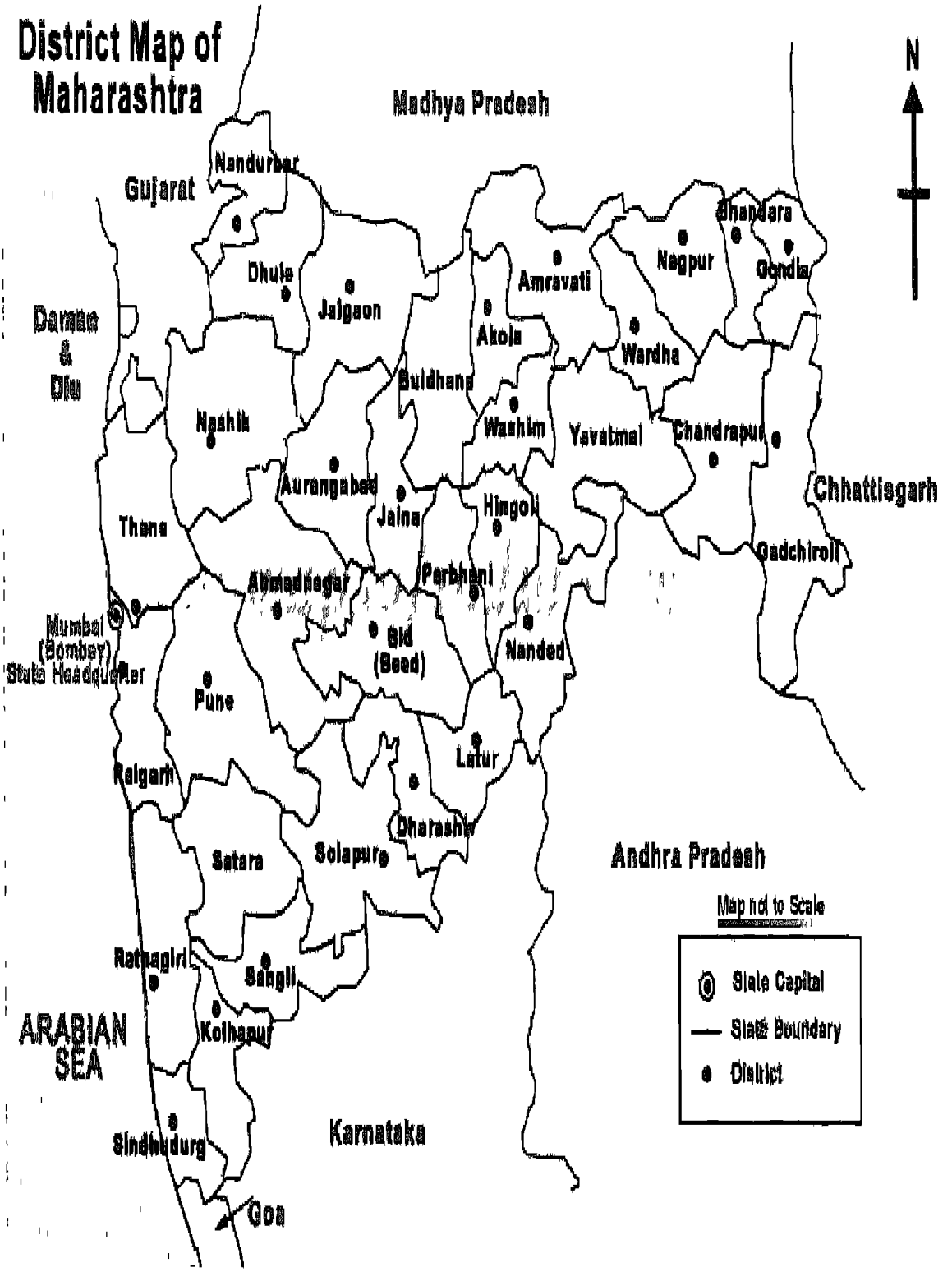
(Action. Educational institutions, other services existing in the community, Support MHRD)

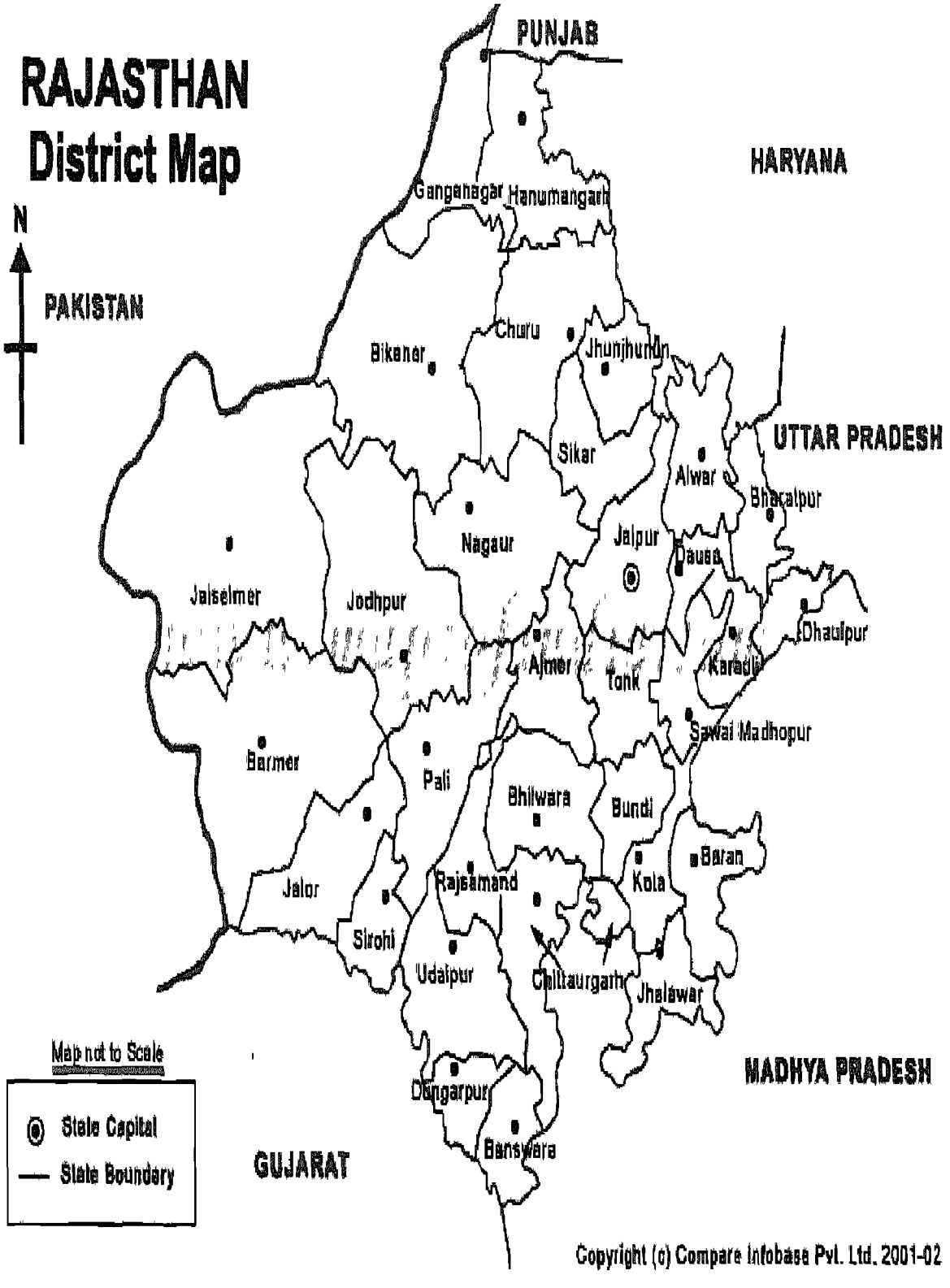
Conclusion:

The IEDC Scheme is a very good scheme to cater to the needs of children with different disabilities. It is a step forward to achieve the target of Education for All. But unfortunately, it is not being implemented with equal success in all the states. The reasons being unawareness about the scheme on the part of educational administrators at the state level, unpreparedness of the general education system to receive the IEDC Scheme, non-preparation of teachers, non-availability of teaching –learning materials for children with different disabilities, non-surity of sustainability of the scheme are some of the reasons for the slow success of the scheme.

"There is never a wrong time to do a right thing". Therefore we should start implementing IEDC Scheme with a right spirit in the states where it has not yet started and strengthen it in the states where is already being implemented.

ANNEXURE


District Map of Maharashtra
Madhya Pradesh
N
Nandurbar
Gujarat
Dhule
Jalgaon
Amravati
Nagpur
Bhandara
Gondia
Daman & Diu
Akola
Wardha
Buldhana
Nashik
Washim
Yavatmal
Chandrapur
Aurangabad
Jalna
Hingoli
Chhattisgarh
Thane
Gadchiroli
Ahmadnagar
Parbhani
Mumbai (Bombay) State Headquarter
Bid (Beed)
Nanded
Pune
Latur
Raigarh
Dharashiv
Satara
Solapur
Andhra Pradesh
Map not to Scale
Ratnagiri
Sangli
State Capital
State Boundary
District
ARABIAN SEA
Kolhapur
Sindhudurg
Karnataka
Goa


RAJASTHAN
District Map
N
PAKISTAN
PUNJAB
HARYANA
UTTAR PRADESH
MADHYA PRADESH
GUJARAT
Ganganagar
Hanumangarh
Bikaner
Churu
Jhunjhunun
Sikar
Alwar
Bharatpur
Nagaur
Jaipur
Dausa
Jaiselmer
Jodhpur
Dhaulpur
Ajmer
Tonk
Karauli
Sawai Madhopur
Barmer
Pali
Bhilwara
Bundi
Baran
Jalor
Rajsamand
Kota
Sirohi
Udaipur
Chittaurgarh
Jhalawar
Dungarpur
Banswara
Map not to Scale
State Capital
State Boundary
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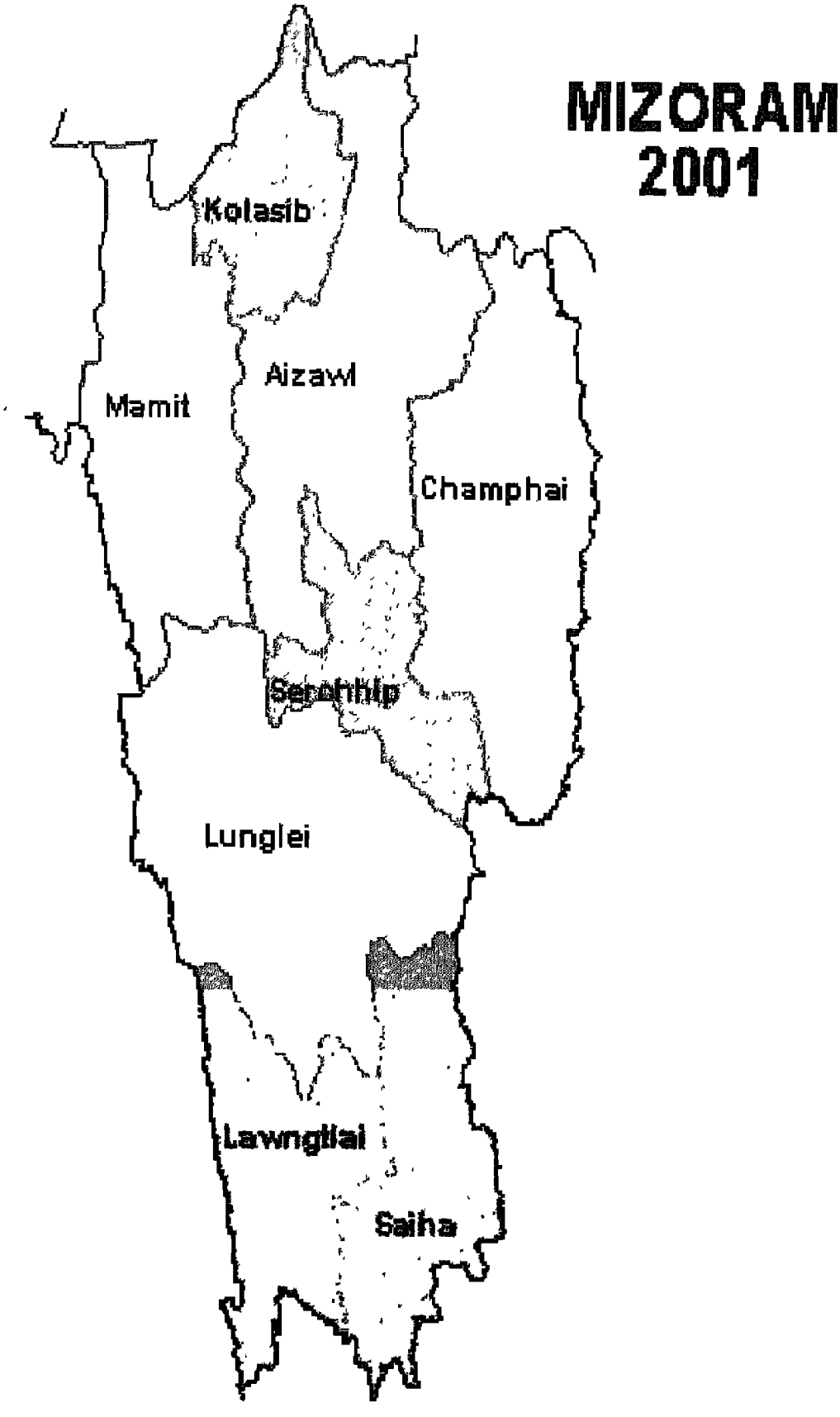
MIZORAM
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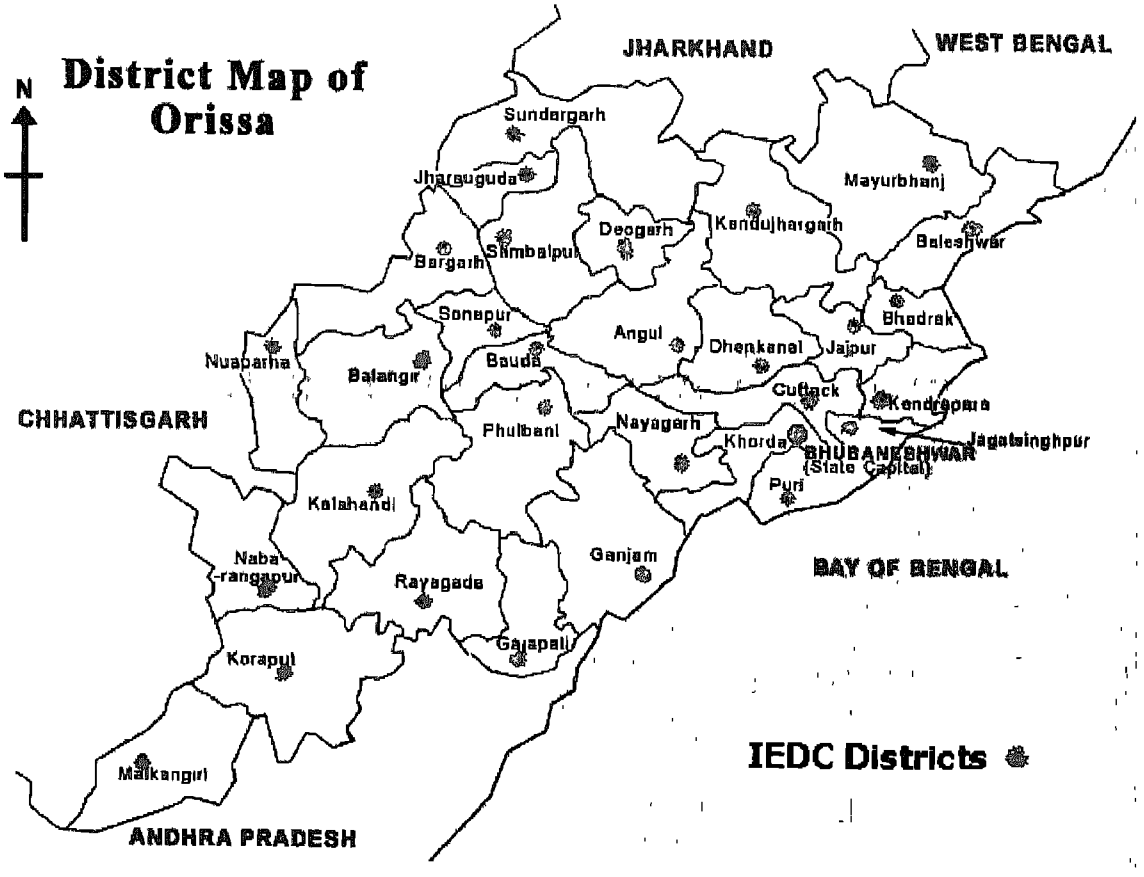
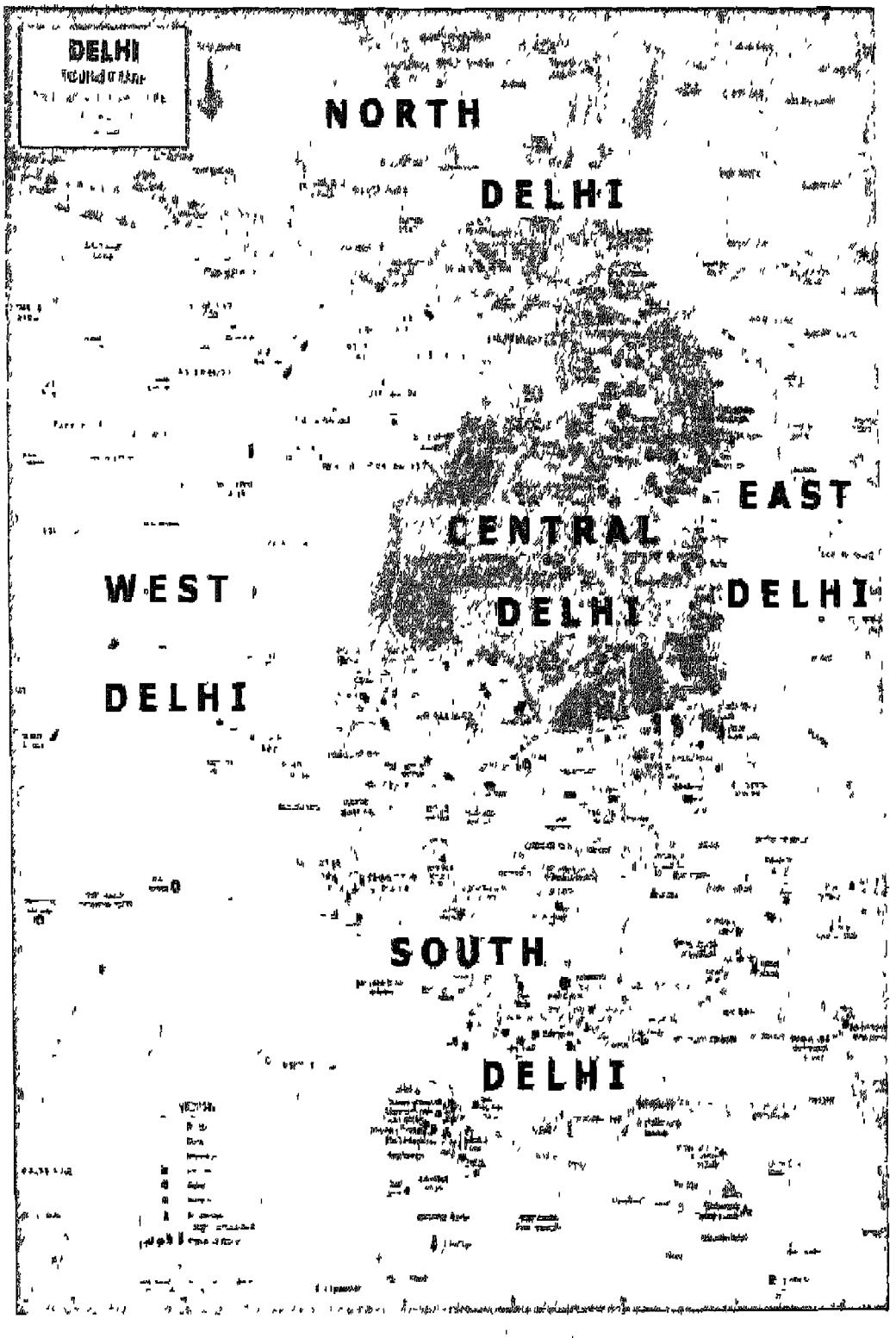
Aizawl
Mamit
Champhai
Serchhip
Lunglei
Lawngtlai
Saiha

MAP OF ORISSA STATE




DELHI
NORTH
DELHI
EAST
CENTRAL
DELHI
WEST
DELHI
DELHI
SOUTH
DELHI

List of Schools covered in the study

S No.	Distt	Total No. of Schools	Name of the school	No of Teach.
1	Alwar	2	1 Govt Naveen Sr Sec School, Alwar	2
			2 Govt Middle School No 3, Jalwala Kuan, Alwar	2
2	Ajmer	2	1 Govt. Sr. Sec School, Topdara, Ajmer	2
			2 UPS Gandhi Bhawan, Topdara	2
3	Bharat pur	2	1 Govt UPS Mathuragate, (Kila), Bharatpur	1
			2 Govt Aadarsh VP School, Bmarayanagati	1
4	Bhilwara	2	1 Govt UPS Policeline, Bhilwara	2
			2 Govt Sr. Sec. School, Rajendra Marg, Bhilwara	1
5	Banswara	3	1 Govt. Nutan Sr Sec School, Banswara	2
			2 Govt Madhymic Vidyalaya Sabzimandi	2
			3. Govt Secondary School, Kandharwari, Banswara	2
6	Barmer	1	1 Govt UPS, Barmer	2
7	Bikaner	2	1.Govt Fort Sr Sec. School, Station Road, Bikaner	2
			2. Govt UPS, Pabupathshals, Bikaner	2
8	Bundi	1	1 Govt UPS, Khoja gate, Bundi	2
9	Chittorgarh	2	1 Govt Sr Sec. School, Chittorgarh	2
			2. Govt. UPS Meera Nagar, Chittorgarh	2
10	Dholpur	3	1 Govt UPS, Infant, Dholpur	2
			2 Govt Maharana Se Sec School, Near Rajkheri Bus Stand, Dholpur	2
			3 Govt S Sec School, Duga Colony Bihary Road	1
11	Dungarpur	2	1 Govt UPS, Ghati No 1, Dungarpur	2
			2 Govt. Maharawal Sr Sec School, Dungarpur	2
12	Jaipur	1	1 Govt Model Basic UPS, Jaipur	2
13	Jalore	2	1 Govt. UPS Shivaji Nagar, Jalore	2
			2. Govt. Sr, Sec. School, Jalore	2
14	Jhalawar	1	1 Govt UPS, Nehru Mangalpura, Jhalawar	2
15	Jhunjhunu	1	1 Govt UPS Old Bus Stand, City, Jhunjhunu	2
16	Jodhpur	2	1 Govt. Naveen Sr.Sec School, Jodhpur	2
			2 Govt. UPS, Police Line, Jodhpur	2
17	Kota	1	1. Govt. Vocational Sr Sec.School, Nayapura, Kota	2
18	Nagaur	1	1 Govt UPS, No. 4, Bakhat Sagar, Nagaur	2
19	Sikar	1	1. Govt Kalyan Sr.Sec.School, Sikar	2
20	Sirohi	1	1. Govt. UPS, Bhatkada, Sirohi	2
21	Tonk	1	1 Govt Sr Sec.School, Tonk	2
22	Udaipur	2	1 Govt Guru Gobind Singh Sr Sec School, Chetak Circle, Udaipur	2
			2. Govt UPS Ayad Udairpur	2
Total		36	36 Schools	68

List of Resource Centres under IEDC, Chhabra block, Distt. Baran, Rajasthan

S No.	Name of the Resource Centre	No of Schools attached to the Resource centre
1.	Resource Centre, Chhabra	17
2	Resource Centre, Kotari	13
3	Resource Centre, Pali	18
4.	Resource Centre, Ghatakheri	13
5.	Resource Centre, Bhuakheri	12
6	Resource Centre, Nipania	10
7	Resource Centre, Bhanwar	8
8.	Resource Centre, Bhoolan	13
9.	Resource Centre, Batawadapar	13
10.	Resource Centre,Baptcha	12
11.	Resource Centre,Kadayanohar	12
12	Resource Centre, Kolukhera	13
13	Resource Centre, Chowki	10
14	Resource Centre, Pipalia	7
Total-		171

Scheme of Integrated Education for the Disabled Children (MAHARASHTRA STATE)

Name and Address of the Schools under IEDC

1 Shishuvihar
Primary School
Pune – 4 (Dist Place)

2 R.B. Laxmanrao Apte
Prashala, Pune – 4
(Dist. Place)

3. P.E.S. Modern Girls High School
Shivaji Nagar, Pune – 5

4. S.N D T Girls School (Primary)
Narayan Peth, Pune – 30 (Mulchi Prathmik Shala)

5. S.N.D T. Girls School (Secondary)
Narayan Peth, Pune – 30

6. Mahilashram High School
Hingane, Pune – 52

7 M E.S Boys High School
Sadashiv Peth, Pune - 30

8 M E.S Boys Primary School
Sadashiv Peth, Pune – 30

9 Sadhana Vidyalaya
Hadapsar, Pune – 28

10 V.S Satav High School
Wagholi, Tal. Haveli,
District – Pune

11. Pune Municipal Corporation School
(Pujjya Kasturba Gandhi School)
No. 61, Koregaon Park, Pune – 1

12. P.M.C Netaji Subhash Vidyalaya
Yeravada, Pune – 6

13 Raja Raghunath Vidyalaya
Bhor, Dist Pune

14 P.M.C. Girls School, No 83
Malwadi, Hadapsar, Pune – 28

15 Yeshwant Vidyalaya
Khadakwasla, Pune – 24

16 Chhatrapati Shivaji Maharaj
Secondary School, Bhosari, Pune – 27

17. Samata Vidyalaya, Uruli Devachi
Tal. Haveli, Dist Pune

18 New English School
Chinchwad, Pune

19. Shri Dnyashwar Vidyalaya and
Jr College, Alandi Devachi, Pune

20 Chandrabhagabai Yalgulwar Prashala and
Higher Secondary Vidyalaya, Solapur

21. Padmashree Dr. V.A. Vikhepatil Secondary & Higher Secondary Vidyalaya
Babhaleshwar, Tal. Rahata, Dist Ahmednagar

22 Balikashram Balakmandir Primary School
Ahmednagar

23. M N Pathshala, No 83
Balwadi, Hadapsar, Pune

24. Navnath Vidyalaya (Primaary)
Pathardi, Ahmednagar

25. Zilla Parishad, Raigad
Karjat School No 1

26. Municipal School Corporation
Barshi School No 1
Dist Solapur

27 Geetabai Mukund Bamb Primary School
Daund, Dist. Pune

Kolhapur Region

28 Balwant Marathe Vidyalaya
Miraj, Dist Sangli

29. R N. Samani Vidyalaya (Primary)
New Mahadhwar Road, Kolhapur
Kolhapur – 416012

30. S.M. Lohiya High School (Secondary)
New Mahadhwar Road, Petala
Kolhapur – 416012

Amravati Region

31 Zilla Parishad, Madhyamik Boys High School
Maltekdi, Dist. Amravati

32. New Belpura High School
Amravati, Dist. Amravati

33 Shri Chhatrapati Shivaji High School
Sharda Nagar, Sagroli,
Dist Nanded

Nagpur Region

34 Kurvej New Model High School
Shradhanand Peth, Nagpur

35 Keshavnagar Higher Primary School
Reshimbag, Nagpur

36. Keshavnagar Secondary School
Jagnade Chowk, Nandanwan, Nagpur

37. Brahamanand Higher Secondary School
Hivari, Layout, Nagpur

38. Tilak Higher Secondary School
Dhantoli, Nagpur

39. Shri Sadguru Vidyamandir
Wardhamaneri, Tal Arvi, Dist Wardha

Nasik Region

40. K.J Mehta High School (Boys)
Nasik Road, Nasik

41. Rachana Vidyalaya
Sharanpur, Nasik – 422 002

42. Chhatrapati Shivaji High School
Dhule, Dist. Dhule

43. Municipal High School,
Dhule, Dist Dhule

Mumbai Region

44. Rajashivaji Vidyalaya
Hindu Colony, Dadar, Mumbai – 14

45. Saraswati Vidyalaya
Sadanand Jadhav Marg, Near Hindimata
Naigaon, Dadar, Mumbai – 14

46. D.S High School
Scheme 6, Road No. 24, Sian, Mumbai – 22

47 Shishuvihar Secondary Vidyamandir
L Nappumarg, Hinu Colony, Dadar, Mumbai - 14

List of Resource centres under IEDC, Mizoram

S.No.	Name of Resource Centre	Number of Resource Teachers
1	Resource Centre, Champhai	5
2	Resource Centre, Durlawn	1
3	Resource Centre, Durtalang	1
4	Resource Centre, Khawzawl	3
5	Resource Centre, Kolasib	1
6	Resource Centre, Saitual	1
7	Resource Centre, Samtlang	1
8	Resource Centre, Selling	1
9	Resource Centre, Siphir	2
10	Resource Centre, Tlanagnuam	8
Total		**24**

Selection of Sample for the Study of IEDC-DELHI

S.No.	Dist.	No. of Schools	Town	School
1	East	1	Surajmal Vihar	[illegible]
2	West A	1	Tilak Nagar	[illegible]
3	West B	9	SP Road Naglol	[illegible]
			SP Road Naglol	[illegible] Naglol
			Nangloi	[illegible] Naglol
			J J Colony Nangloi	[illegible]
			J J. Colony Nangloi	[illegible]
			New Multan Nagar	[illegible]
			A- Block Janakpuri	[illegible] Vidyalaya
			Vikas Puri	[illegible] School
			A- Block Vikaspuri	[illegible] School
4	North	3	Gokhle Marg	[illegible] Vidyalaya
			Gulabi Bagh	[illegible] Bag
			Presidents Estate	[illegible] School
5	North East	11	Sankaracharya Marg	[illegible] Vidyalaya
			Mata Sundari Road	[illegible]
			Jama Masjid	[illegible]
			Timarpur	[illegible]
			Civil Lines	[illegible] Vidyalaya
			Sham Nath Marg, Ludlow Castle	[illegible] Vidyalaya
			Raj Niwas Marg, Ludlow Castle	[illegible] Vidyalaya
			B Block Nand Nagri	[illegible] Vidyalaya
			E Block Nand Nagri	[illegible] Vidyalaya
			Brahampuri	[illegible] Vidyalaya
			C Block Yamuna Vihar	[illegible] Bal Vidyalaya
6	North West	11	Bharat Nagar	[illegible] Vidyalaya No-1
			Keshav Puram	G S K V Bharat Nagar
			Raj Niwas Marg	[illegible] No 1
			Bharat Nagar	S A B S Vidyalaya L No 1
			Mukharji Nagar	[illegible] School
			Niwari Colony	[illegible] Vidyalaya
			Rani Bagh	[illegible] Middle School
			Q Block Mangolpuri	G. Boys [illegible] School
			Q Block Mangolpuri	[illegible]
			Bagh Khare Khan	[illegible] Girls S Sec School
7	North West B	9	D-Block Jahangir puri	G. S Vidyalaya
			Rohini Sector-8	G S K. Vidyalaya
			Sainik Vihar	S K V. Vidyalaya
			K Block Mangolpuri	G. Boys Sec School
			D Block Mangolpuri	G. Boys S. Sec. School
			C Block Sultanpuri	G. S Sec. School
			Chandpur Majra	G. S Girls School
			Jai Dev Park	G. S. Co. Ed. Vidyalaya
			West Patel Nagar	G S Co. Ed Vidyalaya
			Shadi Khanpur	S.B. Vidyalaya No - 2
			Jhandewala	G.S.K. Vidyalaya
	[illegible]entral	3	Prasad Nagar	A. D. S. Bal Vidyalaya
			Old Rajender Nagar	G S.K. Vidyalaya
	[illegible]	48		G S K. Vidyalaya

The scheme of 'Integrated Education for Disabled Children in Orissa'

Number of IEDC units Districtwise in the state of Orissa under the Directorate of Teacher Education & SCERT, Orissa, Bhubaneswar.

Sl No.	Name of the Districts	No of centres/IED units
1.	Angul	5
2.	Bolangir(DPEP)	3
3	Balasore	6
4	Baragarh(DPEP)	3
5.	Bhadrak	5
6.	Boudh	1
7.	Cuttack	15
8.	Dhenkanal(DPEP)	5
9.	Deogarh	1
10.	Gajapati(DPEP)	2
11.	Ganjam	12
12.	Jagatsinghpur	3
13	Jajpur	7
14.	Jharsuguda	3
15	Kalahandi(DPEP)	3
16	Kendrapara	9
17.	Keonjhar(DPEP)	6
18	Kandhamal(Phulbani)	2
19.	Khurda	11
20.	Koraput	2
21.	Malkanagiri	2
22	Mayurbhanj	5
23.	Nuapada	1
24.	Nawarangpur	1
25	Nayagarh	7
26.	Puri	7
27.	Rayagada(DPEP)	3
28.	Sambalpur(DPEP)	2
29.	Subarnapur	1
30.	Sundargarh	7
Total		140

QUESTIONNAIRE FOR TEACHERS TO STUDY THE IMPACT OF INTEGRATED EDUCATION FOR DISABLED CHILDREN (IEDC)

Janak Verma
Debendra Nath Dash

DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

QUESTIONNAIRE FOR TEACHERS TO STUDY THE IMPACT OF INTEGRATED EDUCATION FOR DISABLED CHILDREN (IEDC)

1 State/UT _____ ☐

2. District _____ ☐

3. Block/Tehsil _____ ☐

4 City/Village/Town _____ ☐

Name of the School _____

Postal Address _____

_____

_____

Name and Designation of the Teacher

Qualification
(Write the highest qualification, *give No* in the box)

(a) Academic

10 +2 or equivalent	(1)
graduate or equivalent	(2)
Post graduate	(3)
M Phil.	(4)
Ph.D	(5)
Any other	(6)

☐

(b) Professional

C.T./LT/BT/B Ed or equivalent	(1)
M Ed.	(2)

☐

(c) Professional qualification in Special Education:

(i) Diploma in Special Edu.:

VH	(1)
S&HI	(2)
MR	(3)
OH	(4)
LD	(5)
Multiple	(6)

(ii) B.Ed. in Special Edu.	(1)
M.Ed. in Special Edu.	(2)

(d) Professional Training in Special Education:

1 week training	(1)
2 weeks training	(2)
6 weeks training	(3)
3 months training	(4)
6 months training	(5)
1 year multi-category training	(6)
1 year single disability training	(7)
Degree course in single Disability *(please specify)*	(8)

(e) Working as a

Headmaster/Headmistress	(1)
General Teacher	(2)
Resource Teacher (Multicategory)	(3)
Resource Teacher (Single Disability)	(4)

1. Area in which School is located:

Rural (1)

Urban (2)

2 Management of School:

Government (1)

Local Body (2)

Private aided (3)

Private unaided (4)

3 If Government, the school is managed by

State Government (1)

Central Government (2)

4 Type of school:

Boys (1)

Girls (2)

Co-educational (3)

5 Classes Taught

From class _____ to class _____

6 Medium of Instruction _____

7. Are you familiar with the concept of Integrated Education for Disabled Children? Yes (1) No (2)

8 No of Integrated School in village/city/town _____

9. No. of special School in your village/city/town_____

10 Since when are you working in this school_____

11 Since when IEDC Scheme was implemented in your School_____

12. No. of Trained Teachers in special education in your school

Name of Teacher	Type of Training	Duration of Training	Place of Training

13. As a resource teacher, are you getting additional salary? Yes (1) No (2) ☐

14. Is the additional salary received in time? Yes (1) No (2) ☐

15. What is the pupil teacher ratio for children with special needs in your school ? _____ ☐

16. Does your school have a resource centre ? Yes (1) No (2) ☐

17. Who is looking after the resource centre? _____

18. How many schools are covered by this resource centre ? _____ ☐

19 Enlist children attending the resource centre in the session 1998-99

S.No	Name of School	No. of children covered												Total	
		VH		S&HI		MR		OH		LD		MH			
		B	G	B	G	B	G	B	G	B	G	B	G	B	G
	Total														

VH = Visually Handicapped
S&HI = Speech and Hearing Impairment
MR = Mentally Retarded
OH = Orthopaedically Handicapped
LD = Learning Disabled
MH = Multiple Handicapped
B = Boys
G = Girls

20. How many times in a month the children avail the resource centre facilities.

Once (1)
Twice (2)
Thrice (3)
Four times (4)

21. Give suggestions for the improvement of resource centre.

22. In the absence of resource centre how do you manage the children with special needs?

23 Enlist the number of non-disabled children in your school in the block years mentioned in the table?

Years	No. of Non-disabled Children		
	Boys	Girls	Total
1975-79			
1980-84			
1985-89			
1990-94			
1995-99			
Total			

24. Enlist the total number of disabled children **identified and assessed** in your school since IEDC scheme is implementing (*Please ensure children identified in the previous years should not be added in the next year*)

Years	Children with Special Need													
	VH		S&HI		MR		LD		OH		MH		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1975-79 Identified														
Assessed														
1980-84 Identified														
Assessed														
1985-89 Identified														
Assessed														
1990-94 Identified														
Assessed														
1995-99 Identified														
Assessed														
TOTAL														

25 Enlist the children with special need **identified** in your school during the academic year 1998-99

Classes	VH		S&HI		MR		LD		OH		MH		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Pre-Pri														
I.														
II.														
III.														
IV														
V														
VI.														
VII.														
VIII														
IX														
X.														
XI														
XII.														
Total														

26. Enlist children with special need **assessed** in your school during the academic year 1998-99.

Classes	VH		S&HI		MR		LD		OH		MH		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Pre-Pri														
I.														
II														
III.														
IV														
V														
VI														
VII														
VIII.														
IX														
X														
XI														
XII.														
Total														

27. Enlist the total number of **out-of-school** [illegible] school since IEDC scheme is implemen[illegible] [illegible] identified and assessed [illegible] *should not be added in the next year* [illegible]

Years	Children [illegible]													
	VH		S&HI		MR		[illegible]						Total	
	B	G	B	G	B	G	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	B	G
1975-79 Identified														
Assessed														
1980-84 Identified														
Assessed														
1985-89 Identified														
Assessed														
1990-94 Identified														
Assessed														
1995-99 Identified														
Assessed														
TOTAL														

28. Enlist the **out-of-school** children with special need **identified** in your school during the academic year 1998-99

Classes	VH		S&HI		MR		LD		OH		MH		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Pre-Pri.														
I														
II.														
III.														
IV														
V.														
VI														
VII.														
VIII.														
IX.														
X														
XI														
XII.														
Total														

29. Enlist the **out-of-school** children with special need assessed in your school during the academic year 1998-99.

Classes	VH		S&HI		MR		LD		OH		MH		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Pre-Pri.														
I														
II														
III														
IV.														
V														
VI.														
VII														
VIII.														
IX.														
X.														
XI.														
XII.														
Total														

30 Enlist the total number of disabled children sent for **integration directly** in your school during the period 1994-99. (*Please ensure children sent for integration directly in your school in the previous years should not be added in the next year.)*

Years	Children with Special Need													
	VH		S&HI		MR		LD		OH		MH		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1994-95														
1995-96														
1996-97														
1997-98														
1998-99														
TOTAL														

31 Enlist the total number of disabled children **referred to the resource teacher for preparation for integration directly** in your school during the period 1994-99 *(Please ensure children referred to resource teachers in the previous years should not be added in the next year)*

Years	Children with Special Need													
	VH		S&HI		MR		LD		OH		MH		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1994-95														
1995-96														
1996-97														
1997-98														
1998-99														
TOTAL														

32. Enlist the number of children prepared in different skills.

Different Skills	No of children you have prepared in each year											
	1994-95		1995-96		1996-97		1997-98		1998-99		Total	
	B	G	B	G	B	G	B	G	B	G	B	G
a. Self help Skills												
b Communication Skills												
c. Orientation mobility												
d. Functional Skills . Colour												
Number												
Time (Morning, Afternoon, Evening, Night)												
Directionality (Up-down, Right-left, Front-back)												
e Academic Skills - Reading												
Writing												
Arithmetic												
Any other												
Total												

33 What instructional materials have been procured/developed for children with special need?

Children with special need	Material procured	Material developed
VH		
S&HI		
MR		
OH		
LD		
MH		

34 Do you think that these instructional materials are useful even for the other children? Yes (1) No (2) ☐

35. Do you think that integrated education has helped the children with special need to attend regular school? Yes (1) No (2) ☐

36 Do you think that integrated education has improved the attendance of the children with special need in the school? Yes (1) No (2) ☐

37. Do you think that due to the introduction of integrated education programme the children with special need are able to progress? Yes (1) No (2) ☐

38.	Whether integrated education has helped the children with special need to participate in different curricular activities of the school ?	Yes (1)	No (2)	
39.	Whether integrated education has helped the children with special need to participate in co-curricular activities as per their capabilities?	Yes (1)	No (2)	
40.	Whether the general teachers borrow teaching aids from resource centre to use in the classroom?	Yes (1)	No (1)	
41	Whether integrated education has helped general teachers in developing positive attitude towards children with special need ?	Yes (1)	No (2)	
42	Whether integrated education has helped other children in developing positive attitude towards children with special need ?	Yes (1)	No (2)	
43.	Whether integrated education has helped children with special need to improve their personal/social skills?	Yes (1)	No (2)	
44	Whether integrated education has helped children with special need to improve their academic skills?	Yes (1)	No (2)	
45.	Whether presence of children with special need has made the general teacher a better teacher?	Yes (1)	No (2)	
46.	Whether integrated education has improved the self-esteem of children with special need?	Yes (1)	No (2)	
47	Do you think that integrated education has reduced the drop-out rate of children with special need and other children?	Yes (1)	No (2)	
48.	Do you think that integrated education has helped the other children to improve their academic as well as non-academic skills?	Yes (1)	No (2)	
49.	Do you think that integrated education will help in achieving the targets of Education For All in the country?	Yes (1)	No (2)	

50. What suggestions do you have [illegible] implementation of IEDC Scheme *(Please specify)*

Name of the Respondent

Date :

INTERVIEW SCHEDULE FOR CHILDREN WITH SPECIAL NEEDS TO STUDY THE IMPACT OF INTEGRATED EDUCATION ON THEM

Janak Verma
Debendra Nath Dash

DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

1. State/UT _____

2. District _____

3. Block/Tehsil _____

4. City/Village/Town _____

5. Name of the School _____

INTERVIEW SCHEDULE FOR CHILDREN WITH SPECIAL NEEDS TO STUDY THE IMPACT OF INTERGRATED EDUCATION ON THEM

Name of the Child _____

Sex : Male/Female

Date of Birth :

Nature of Disability : VH/S&HI/MR/OH/LD/Multiple

Father's Name _____

Mother's Name _____

Name of the School _____

Class and Section _____.

1 Do you like your school ? Yes (1) No (2)

2 Your seat in your class is selected by Yes (1) No (2)

You (1)
Regular teacher (2)
Resource Teacher (3)
Classmate (4)

3. Whether special equipments, i.e hearing aids, spectacles, mobility cane, wheel chair etc are provided to you as per your need Yes (1) No (2)

4 If yes, by whom ?

Resource Teacher (1)
Regular Teacher (2)
Parent (3)

5 Whether books, learning materials was made available to you ? Yes (1) No (2)

6. Whether your aids are repaired without much delay? Yes (1) No (2)

7 Whether you get necessary medical help in time? Yes (1) No (2)

8 Do your classmates know your difficulties ? Yes (1) No (2)

9. Do you explain your difficulties to your classmates ? Yes (1) No (2)

10 Do you feel uneasy in social situation ? Yes (1) No (2)

11. When you face the problem, do the teachers help you? Yes (1) No (2)

12. When you face the problem, do the classmates help you ? Yes (1) No (2)

13. Whether your classmates tease you? Yes (1) No (2)

14 Do your teachers harass/tease you, when you fail to perform curricular or co-curricular activities up to their expectations? Yes (1) No (2)

15. Whether you like your classmates? Yes (1) No (2)

16.	Do your classmates help you to complete your work in the class?	Yes (1)	No (2)	
17.	Do your classmates ignore you for most of the activities ?	Yes (1)	No (2)	
18.	Do you go to special teacher very often?	Yes (1)	No (2)	
19.	Do you ask questions like other students in the classroom ?	Yes (1)	No (2)	
20.	Can you compete with non-disabled children in academic subjects ?	Yes (1)	No (2)	
21	Do you perform most of the acivities that are performed by non-disabled Children?	Yes (1)	No (2)	
22	Do you receive assistance from general teachers in general classrooms?	Yes (1)	No (2)	
23	Do your classmates like to sit with you in the class ?	Yes (1)	No (2)	
24.	Do you think that you can be a monitor in your class?	Yes (1)	No (2)	
25.	Do you think that your classmates will accept you as a monitor ?	Yes (1)	No (2)	
26.	Do you want too much attention of the general teacher in classroom ?	Yes (1)	No (2)	
27	Do you get extra class in school after school hours?	Yes (1)	No (2)	
28	Do you provide support to the non-disabled children in academic activities? If yes,in what areas ? *Specify*	Yes (1)	No (2)	

29. Do you provide support to the non-disabled children in non-academic areas ? Yes (1) No (2) ☐
If yes, in what areas ?

30. Does your teacher ask you questions in the class ? Yes (1) No (2) ☐

31 Does your teacher encourage you to give answer in the classroom ? Yes (1) No (2) ☐

32 Are you ignored by your teachers for most of the activities ? Yes (1) No (2) ☐

33. In which subject do you face more difficulty :

Language (1)	Yes (1)	No (2)	☐
Maths (2)	Yes (1)	No (2)	☐
Social Studies (3)	Yes (1)	No (2)	☐
General Science (4)	Yes (1)	No (2)	☐
SUPW (5)	Yes (1)	No (2)	☐
Arts and Crafts (6)	Yes (1)	No (2)	☐
Any other, Specify			

34 Does your teacher use instructional material and equipments for your understanding ? Yes (1) No (2) ☐

35. Do you take part in games ? Yes (1) No (2) ☐
Specify.

36. Who helps you at the time of playing ?

37. Is there any resource centre in you school ? Yes (1) No (2) ☐

38. What types of materials are there in the resource centre ? Enlist them:

39. How many times do you go to the resource centre in a week ? *Specify.*

40. How do you go to the resource centre ?

With your family members

With your classmates

With your regular teacher

With your resource teacher

41 Do you pay any fee for attending the resource centre

42 Is there any hostel in your school ?

43 Academic Achievement (last three years)

Class	Language	Maths	Social Science	General Science

Signature of the Interviewer

INTERVIEW SCHEDULE FOR THE PARENTS OF CHILDREN WITH SPECIAL NEEDS TO STUDY THE IMPACT OF INTEGRATED EDUCATION ON THEIR CHILDREN

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INTERVIEW SCHEDULE FOR THE PARENTS OF CHILDREN WITH SPECIAL NEEDS TO STUDY THE IMPACT OF INTEGRATED EDUCATION ON THEIR CHILDREN

Name of the Parent

Father _____

Mother _____

School where child is studying _____

Class _____

Nature of Disability VH/S&HI/MR/OH/LD/Multiple

Educational Qualification .

Father _____

Mother _____

Annual Income

Father _____

Mother _____

Type of Family

(a) Nuclear _____

(b) Joint _____

Name of the child _____

1. Do you understand the problem of your Child ? Yes (1) No (2) ☐

2. Do you feel any problem to adjust with your child ? Yes (1) No (2) ☐
If yes,
Specify.

3. Do your family members face any problem from the child ? Yes (1) No (2) ☐
If yes, *Specify.*

4. Do your family members co-operate with him/her ? Yes (1) No (2) ☐

5. Do you assist the child more as compared to other children in you family ? Yes (1) No (2) ☐

6. Do your neighbours help the child ? Yes (1) No (2) ☐

7. Are you satisfied with the school teacher's/headmaster's behaviour with you & the child ? Yes (1) No (2) ☐
Specify

8. Are you satisfied with the school management ? Yes (1) No (2) ☐
If no, *Specify.*

What are your suggestions ?

9	Are you satisfied with the school environment ? If no, *specify*	Yes (1)	No (2)	

Problems

Suggestions

10	Are there ramps in the school building for OH Children?	Yes (1)	No (2)	
11	Are there railing in the corridors/classrooms ?	Yes (1)	No (2)	
12	Are there adapted toilets in the school ?	Yes (1)	No (2)	
13	Whether there is any hostel provision for special need children ?	Yes (1)	No (2)	
14	If no, do you think hostel provision is necessary for your special need child ?	Yes (1)	No (2)	
15	If there is a hostel, are you satisfied with the hostel ?	Yes (1)	No (2)	

If no, what are your suggestions ?

16. Do you get the following facilities for your child

Books	Yes (1)	No (2)	
Stationery	Yes (1)	No (2)	
Transportation allowance	Yes (1)	No (2)	
Reader's allowance	Yes (1)	No (2)	

If yes, *specify* what & how much ?

17 Do you meet the teachers or headmaster for child ? Yes (1) No (2)
If yes, how many times in a month ?

18. Whether the headmaster/teachers give you time for discussing the problem and progress of the child? Yes (1) No (2)
If yes, how often?

19. Does the child participate in school activities ? Yes (1) No (2)

20 Do you have Parent Teacher Association (PTA) in the school ? Yes (1) No (2)

21 Whether the Parent Teacher Association (PTA) meeting is held for special need children in the school ? Yes (1) No (2)
If yes, how often ?

Weekly (1)
Fortnightly (2)
Monthly (3)
Quarterly (4)
Yearly (5)

22 Is there any resource centre in your school ? Yes (1) No (2) ☐

23 Do you visit the resource centre ? If yes, are you satisfied with the facilities provided in resource centre ? Yes (1) No (2) ☐
If No, why not ? Specify its problems and give suggestions.

24. Are you satisfied with the resource teacher ? Yes (1) No (2) ☐
If No, Why not ? Give your suggestions

25. Do you meet the resource teacher ? Yes (1) No (2) ☐
If yes, how often in a week ?

26 Does the resource teacher take initiative to meet you for your special need child ? Yes (1) No (2) ☐
If yes, how often ?

27 Are you satisfied with the performance/ progress of the child ? Yes (1) No (2) ☐

28. Do you think that this school is a suitable/ proper place for your child ? Yes (1) No (2) ☐

29. Do you think that the disabled children can perform most of the activities that are performed by non-disabled children ? Yes (1) No (2) ☐

30. Do you feel that the needs of disbled children are the same as those of non-disabled children? Yes (1) No (2) ☐

31. Do you feel that non-disabled children tease disabled children in integrated setting ? Yes (1) No (2) ☐